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ABSTRACT

This paper briefly describes the Accelerated Schools Project, presents ideas concerning an appropriate evaluation model, and conveys some early results achieved across the nation. The Accelerated Schools model attempts to restructure schools with high concentrations of students in at-risk situations so that they enter the mainstream by the end of elementary school. Encompassing both a philosophy of accelerated achievement and a process for meeting this goal, the project transforms schools according to three basic principles: unity of purpose, empowerment with responsibility, and building on strengths. The standard evaluation model is inadequate to assess such an all-encompassing process. H. M. Levin and his associates have designed an overall evaluation model for accelerated schools comprising three distinct stages: decision-making, implementation, and student outcomes. Although no accelerated schools have completed a 6-year participation cycle, some promising results have emerged. A successful project in Houston, Texas, is described in detail, followed by "snapshots" of pioneering efforts in California, Missouri, and Illinois. Three appendices contain comparative data on the Houston experiment. (12 references) (MLH)

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Accelerated Schools - Evolving Thoughts on the Evaluation of an Innovative Model

Presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 3, 1991

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Introduction

In this paper, we will provide a brief background on the Accelerated Schools Project, describe our ideas about an appropriate evaluation model, and convey some early results achieved in Accelerated Schools across the nation.

Overview

The Accelerated Schools model is a specific attempt to restructure schools which enroll high concentrations of students in at-risk situations so that they enter the educational mainstream by the end of elementary school. At-risk students presently account for approximately one-third of all elementary and secondary students in our nation, and the number is rising (Pallas, et al, 1989). Students find themselves in at-risk situations when there is a mismatch between their experiences in the home, family, and community and those on which schools base the standard curriculum. Students in at-risk situations may be found among minority, single-parent,

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immigrant, non-English speaking families as well as in families living in poverty. The traditional responses to at-risk students have been remedial classes and pull-out programs which slow down learning, causing at-risk students to fall farther and farther behind their peers which makes them unlikely to ever gain access to the educational mainstream or acquire the skills and knowledge necessary for success in life. Conversely, the Accelerated Schools response is to speed up the learning of these students since they must actually learn faster than their more privileged peers if they are to catch up and maintain parity. The educational program is one of enrichment rather than remediation. Accelerated Schools attempt to do for all children what we do for gifted and talented children - to build on their strengths and provide them with a stimulating, enriched educational experience.

The Accelerated Schools Project encompasses both a philosophy of accelerated achievement and a process for meeting that goal. Briefly, the Accelerated School Process follows an integrated approach to school restructuring in order to best meet the needs of all students. Schools are transformed according to three basic school-wide principles: unity of purpose, empowerment with responsibility, and building on strengths (Levin, 1988 a). A process of group capacity building followed by collaborative inquiry is utilized to identify and understand challenge areas and move the school toward innovative solutions. Because curriculum, instruction, and organization are dynamically related, innovations

impact all three at once. This simultaneous approach is a central feature of Accelerated Schools.

The Accelerated Schools Project is all-encompassing and presents a radical change in the way traditional schools operate. Indeed, it requires a redefinition of the very culture of the school. Everyone in the school community becomes involved in developing a shared vision and making decisions together that will lead to that vision. With such a different model comes a period of turmoil and uncertainty as people in schools work through the newness and expansion of their roles. It takes time to learn the process of acceleration and to become comfortable with using it. For these reasons, it is expected that it will take a period of six years for a full transformation of a traditional school into an Accelerated School. (For a more complete description of the Accelerated Schools Process, see Levin, 1986, 1987, 1988, and Hopfenberg, Levin, Meister, & Rogers, 1990).

At present, more than 50 schools across the nation are engaged in the transformation from traditional to accelerated schools. The first pilot Accelerated School was initiated midway through the 1986-87 school year in San Francisco. The second pilot school was begun in Redwood City, California, in the fall of 1987. In the fall of 1988, the state of Missouri coordinated the establishment of six pilot schools and expanded the effort to ten schools by the fall of 1990. The state of Illinois established an ambitious network of 25 schools at the onset of the 1989-90 school year. A Satellite Center

network of four universities and five elementary schools was established in the fall of 1990. A pilot middle school was established in the fall of 1990, and there are several other schools around the country which are just beginning the process.

Toward Evaluation

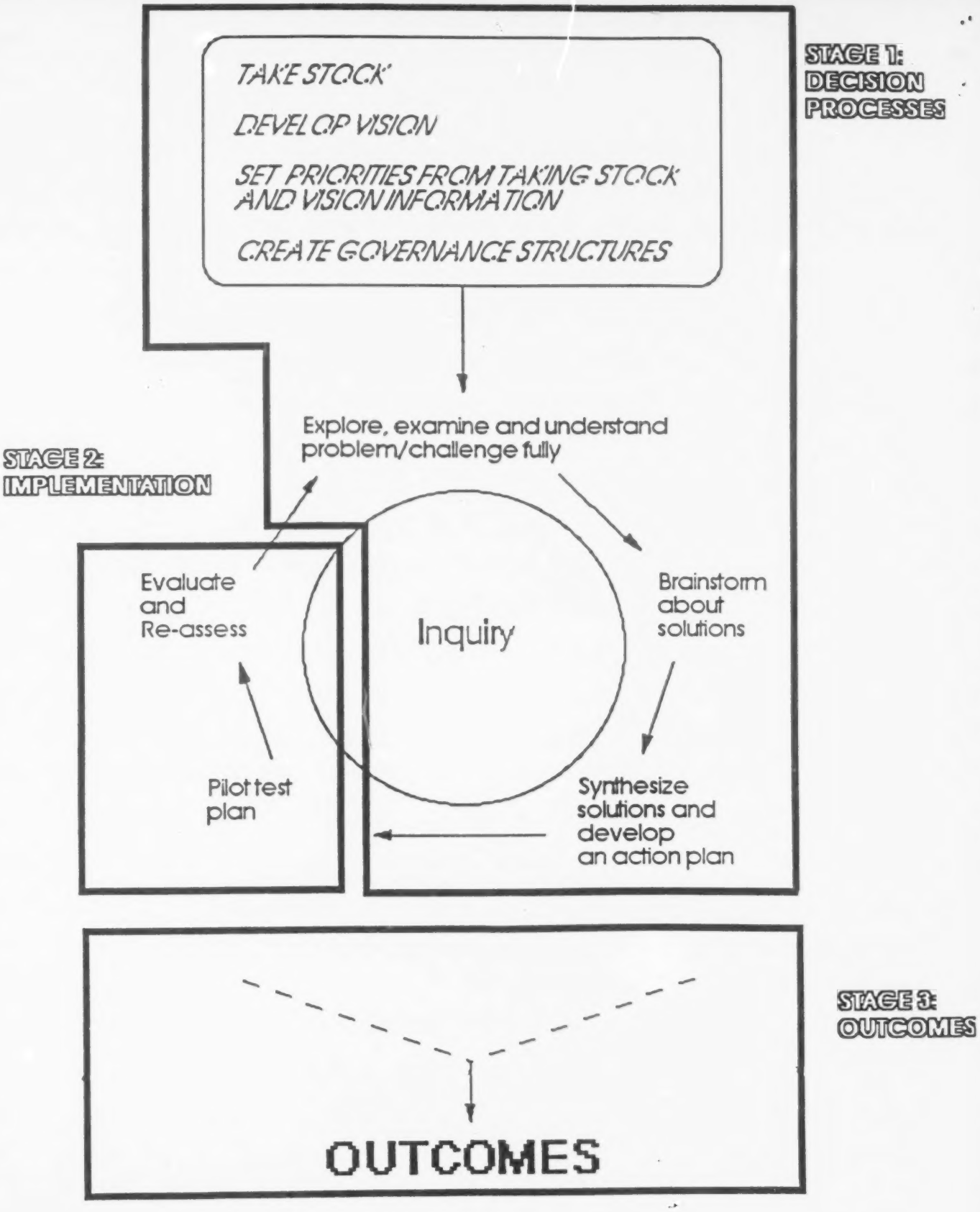
Since none of the Accelerated Schools has been operating for six years, the time necessary to complete the transformation process, no summative evaluations have yet been undertaken. However, in the final section of this paper we will document the observable changes which have already occurred. First, let us describe our thoughts on evaluation of the model.

Given the characteristics of and principles underlying accelerated schools, it becomes obvious that the standard evaluation model is not adequate or appropriate for evaluating the success of such an all-encompassing process. The standard approach limits its focus to lower-order outcome measures on traditional instruments which look for memorization over higher-order thinking skills. The standard approach also tends to limit itself to looking at piecemeal changes in curriculum and instruction, such as the effects of a new reading series or a math text, or the use of cooperative grouping. It also looks for changes to occur over a short-term. Such short-term changes are rarely sustained in education for the reason that they do not get deeply into the structure and culture of schools (Cuban, 1988). For change to be sustained over the long-term, it must be integrated and not piecemeal.

The Accelerated School model is designed to focus on long-term changes in the very functioning of schools through changes in decision and implementation processes which are designed to improve student outcomes over the longer term. These changes, we believe, will be of a more permanent nature than direct interventions to modify limited dimensions of schools such as particular aspects of curriculum and/or instructional approaches. The intent of the process, therefore, is for the restructuring to lead to changes in teacher behavior, instructional strategies, curriculum, and organization and for these, in turn, to impact student academic performance (Levin, 1988 c).

The Three Stages of the Accelerated School Intervention

Levin (1988 b&c) and his colleagues at Stanford have designed an overall evaluation model for accelerated schools that encompasses three distinct stages: (1) decision processes; (2) the implementation process; and (3) student outcomes. Although these three phases are intertwined, they each require special considerations in evaluation. The diagram on the following page illustrates the interrelated nature of these three stages.


STAGE 1:
DECISION
PROCESSES
TAKE STOCK
DEVELOP VISION
SET PRIORITIES FROM TAKING STOCK AND VISION INFORMATION
CREATE GOVERNANCE STRUCTURES
STAGE 2:
IMPLEMENTATION
Explore, examine and understand problem/challenge fully
Evaluate and Re-assess
Inquiry
Brainstorm about solutions
Pilot test plan
Synthesize solutions and develop an action plan
STAGE 3:
OUTCOMES
OUTCOMES

Stage I: Decision Processes

Decision processes refer to the initial stage of the intervention. It is a stage of capacity building and restructuring for school-site decision-making. Since the Accelerated Schools Process is such a radical break from tradition, schools will not be able to make decisions together and design innovations immediately. They need to build capacity to make decisions together. This will take time and guided practice with mistakes made along the way.

Very briefly, here is the Accelerated Schools process for accomplishing that capacity building: (I) Members of the school community define and describe the present conditions at the school - a period of taking stock. (2) The entire school community works together to establish a vision for the school in which they set forth their specific long-term goals. (3) The entire school community will identify areas where the present conditions do not meet the expectations set forth in the vision. The school community then agrees upon initial priorities for action. (4) A governance system is established to facilitate the inquiry into priority areas and a complete understanding of problems before addressing solutions. This structure consists of task forces or cadres which will each be responsible for addressing a priority area; a steering committee composed of members of task forces, administration, parents, and students; and the school-as-a-whole. (5) Finally, task forces engage in a collaborative inquiry process in which they a) attempt to understand the nature of their challenge area; b) search for possible solutions inside and outside the school; c) synthesize

solutions; d) pilot test selected solutions; and e) evaluate the effectiveness of these solutions. This first stage of evaluation, however, only examines stages a , b and c of the inquiry process. The pilot testing and evaluation stages are considered in stage two of the evaluation model - that of implementation. This initial stage represents a radical change in the ways schools make decisions. (For a more complete description of this process, see Polkinghorn, Bartels, and Levin, 1990 and Hopfenberg, et al, 1990.)

Evaluation of decision processes requires first assessing how the initial capacity building stages occurred. 1) taking stock - Who was involved? What information was gained? 2) developing a vision - Who was involved? In what way? 3) prioritizing challenge areas for action - What are the challenges? How was this determined? and 4) creating a governance structure - How was this done? What are the cadres or task forces? Who sits on the steering committee? It then requires an assessment of the initial decision processes before the intervention is introduced and the changes that occur as the Accelerated School intervention is introduced.

Specifically, it will be necessary to obtain baseline data to understand the scope of present decision-making, who makes the decisions, whether the decisions are informed decisions, whether they are attempting to understand their problems fully before solving them, what the participation of different constituencies is, and how the decisions are communicated. Some of the baseline data can be taken from the information collected during the taking stock

process and may be used to evaluate changes in the decision process over time as well as to determine if the decision process based upon the Accelerated School Process has been adopted and how it has been applied.

Initial efforts in this regard are currently underway in the new Satellite Center schools and the pilot middle school. Schools are finding that this information-gathering stage takes much longer than they anticipated. They are developing questions to guide their information gathering and are working in committees to put the information together in reports which are then shared with the school-as-a-whole. Reports are extensive and look at every aspect of the school and its operation in a non-judgmental way.

Stage 2: Implementation

Implementation refers to the establishment of new programs and practices or replacement of existing ones based on decisions made during the first three stages of the inquiry process. Once a decision is made to pilot test an innovation or engage in new practices, it is necessary for staff to become involved in considering the "how" (as well as acquiring the necessary resources, staff development, and/or technical assistance) and setting out a pilot project evaluation plan. When the school does something new, it is important to determine whether or not it is working. The implementation includes pilot testing, evaluating, and re-assessing as part of good implementation practice.

In addition, the process of staff empowerment and the attention to collaborative problem solving may change the focus of individual staff in their daily activities. That is, the collaborative process may induce teachers and school administrators to make changes in their own practices to support the overall goals of the school, even in the absence of collective decisions. Not only will there be new programs, but there will be changes in the classroom as well. These, too, should be considered as part of the implementation process.

Evaluation of the implementation stage must attempt to assess the degree to which decisions arrived at through inquiry are being or have been implemented. For example, in the case of programs to increase parental involvement in the education of their children, an assessment of implementation would measure the degree to which the programs for doing so were being implemented. What are the goals and objectives of the pilot programs? What are the specific activities? Who is responsible for which activities? Who will be affected? The same questions and criteria would be used to evaluate the successful implementation of programs in curriculum and instruction.

Stage III. Student Outcomes

Student outcomes, the third stage of the Accelerated Schools Process, refers to the results of the implementation process. Before a school implements a pilot program, they must set out an evaluation plan to determine if the pilot program addressed the

initial problem identified during the first stage of Inquiry and if the pilot program helped move the school toward its vision. If the program is a problem solving program, are students applying mathematics concepts more effectively to real world problems? If a reading program, are students reading better? Baseline data which have been collected about the school context, organization, curriculum, instructional strategies, and other practices can also be used as benchmarks for comparing changes in these dimensions. It is expected that the final outcome of an Accelerated School would be improvements in student achievement, attendance, self-esteem, satisfaction with school, and behavior, among other things. As intermediate outcomes which contribute to student outcomes, we would expect to find greater parental participation in the education of their children and in school activities, and increased staff participation and professionalism as well as work satisfaction. These outcomes are all congruent with the overall objectives of the Accelerated School and should be directly traceable to changes in school governance, decision-making based on the inquiry process, and implementation of decisions.

Standard evaluations focus on these types of "result" outcomes. Baseline data would have been collected on appropriate outcome measures for students, parents, and staff. These would then be contrasted over time with repeated measures for each of the dimensions to document the nature and magnitude of changes.

The major implication of this Accelerated Schools approach is that there are three interrelated phases of evaluation rather than a single outcome-oriented one. By first examining and documenting changes in capacity for school-site decision-making and implementation, any changes in student outcomes can then be reasonably linked to the intervention. Different evaluation techniques must be used for each phase. Evaluation must include both formative and summative measures and take special care to include school contextual factors and the specific goals the school is working toward (Fetterman & Haertel, 1989). Since each Accelerated School will have a unique vision and unique staff strengths, the evaluations will necessarily differ.

In the case of studying changes in capacity for school-site decision-making and implementation, ethnographic or observational approaches that are largely qualitative seem to be most appropriate. The assessment of outcomes might be carried out by means of surveys, statistical documents, testing, or other approaches to quantitative analysis. Both qualitative and quantitative approaches would seem to be appropriate in different phases.

Comparative Designs

Although a pre-post design showing changes in outcomes can be convincing if documented by supportive changes in decision-processes and implementation, comparative designs are even more powerful. That is, if an Accelerated School can be compared over time along all of these dimensions to a non-accelerated school in

the same district with otherwise similar characteristics (students, personnel, resources), the evaluation will be more powerful. The justification of the expense of such a comparative study must be considered. One of our Satellite Center Schools is presently engaged in such a study using a control school in the district.

Where We Are At Present

As the Accelerated Schools Project grows, the model continues to become clearer. Our experience with schools as partners in understanding school change informs this evolution. As such, our thoughts about evaluation have also been evolving. The evaluation processes used by our new schools are more detailed than those used by our first pilot schools, as we learned from their experiences just what data we needed to collect. Because we offer a philosophy and a process, not a packaged program, each school has developed unique goals and visions. Thus, we must examine each Accelerated School as a unique entity in terms of how well it is doing in addressing its own priority areas.

Outside Evaluations of the Process

At present, there are several independent evaluations of Accelerated Schools being conducted. An evaluation of the Missouri Accelerated Schools is being conducted by the Chapter I Regional Technical Assistance Center in Overland Park, Kansas. An in-depth case study of the assessment of student learning and other outcomes in two Accelerated Schools is presently being developed by the Office of Technology Assessment of the U.S. Congress (Meister, in progress).

Internal Evaluations

Several formative assessment efforts have been initiated by the Stanford team. Ethnographic studies are being conducted at several of our Accelerated School sites. The pilot middle school process of acceleration is being documented by a senior ethnographer. One of the Satellite Center projects is being described and documented by an ethnographer, as is the parental involvement task force at a third school. Each of the Satellite Centers is conducting their own evaluation process, with guidance from the team at Stanford. All are collecting field notes, making site visits, documenting baseline data generated by school staff, conducting classroom observations, and documenting processes. All have participated in a "Mid-Year Reflection" activity which enabled the university Satellite Center staff, together with the school site staff, to document their progress thus far in each step of the Accelerated Schools Process. As mentioned previously, one site is using a control school for comparison. The goal of all evaluation efforts, both formative and summative, is to inform the school about the progress it is making toward its vision and to inform the Project about effective practice and process.

A Look at an Accelerated School

Although no Accelerated Schools have completed a six-year cycle of participation, some promising results have already become evident. We will describe some of these results here. First, we will offer a

comprehensive view of one school and then some short snapshots of other schools in the project.

Hollibrook Elementary School is in the Spring Branch Independent School District in Houston, Texas. The school, which enrolls more than 1,000 students, is situated in a predominantly Hispanic lower working class neighborhood. Housing consists primarily of large, run-down apartment complexes where two or three families often live together in small apartments. Ninety-seven percent of Hollibrook's students participate in the free and reduced lunch program. Many students are newly arrived immigrants from Central and South America and some have never attended school before. More than 85 percent enter school speaking no English.

Before the implementation of the Accelerated Schools Project, student turnover rates at Hollibrook were at 104 percent, with students moving in and out of the school several times during the year. Discipline was a major concern of both teachers and administrators and student expulsions and suspensions were not uncommon. Vandalism was also high at the school, with thousands of dollars worth of damage being done to buildings and grounds each year. Both student and teacher morale was low and test scores were at the bottom for the district and the state, with most students scoring at or below the 25th percentile on standardized tests. Parents seldom, if ever, visited the school and attendance at PTA meetings was generally about 35 or less.

The new principal and the teachers decided that something drastic had to be done to improve things at the school. The vehicle they selected for this change was the Accelerated Schools Project. The Hollibrook school community voted unanimously to engage in the process. Implementing the project with no major infusion of funding, Hollibrook has experienced dramatic changes.

The faculty and staff set about taking stock of the school as it presently was. They administered surveys to parents, teachers, and students. They examined test scores, attendance rates, mobility rates, curriculum, instructional practices, and the way decisions were made in the school. They developed a collaborative vision for the school. They then prioritized their areas of challenge and selected several for immediate attention. They self-selected onto task forces, each of which was to address a priority area. Students and parents were involved on task forces as well. The areas selected were Campus Improvement, Staff Development, Curriculum, Parental Involvement, and Marketing/PR. Task forces met weekly and the steering committee met every other week. The progress and process of the task forces were documented and shared with the whole faculty so each member of the school community was aware of what was happening on all task forces.

Although Hollibrook did not receive formal training in the Inquiry Process at the time it began its transformation into an Accelerated School, through communication with Stanford and trial and error they achieved a similar process. Pilot solutions were developed,

implemented, and evaluated. Many times, the task forces went back to the drawing board and tried again. The process began to bear fruit. After 2 1/2 years, life at Hollibrook has changed dramatically along many dimensions. Student and teacher surveys documented dramatic increases in self-esteem and morale. Student mobility rates were down to 47 percent. Incidents of vandalism were down 78 percent. The number of children in the school who thought they were intelligent had risen from l3 percent to 81 percent. Visits to the clinic had decreased by 23 percent - students wanted to be in class. Student expulsions decreased from 5 in l988-89 to 0 in l989-90. Ninety-four percent of all parents attended the spring parent-teacher conferences. Attendance at the school spring carnival was 2,500. The PTA meetings were attracting in excess of 800 parents and the fire marshall warned the school that this was too many people to have in the building at one time.

In addition to these dramatic changes, there were also changes in the way decisions were made at the school. Teachers now have input into all school decisions ranging from budget to personnel. They view themselves as capable, empowered professionals. The creative solutions to school challenges that they have developed through the inquiry process are truly unique as well as extremely effective. The "Only Popcorn" Corporation, Fabulous Fridays, the parent room, the simulated grocery store, the big-buddy cross-age peer tutoring program, the "gente a gente" outreach program to parents, all bear witness to the ability and talents which the Accelerated Schools Process can unleash in a school community. Survey results show

that teachers are excited about teaching again and are eager to get to school everyday. One teacher who is eligible for retirement won't leave, saying, "I have waited 25 years to have a good year like this one. How could I leave now?"

Although we see the Accelerated Schools Process as a six-year cycle and don't expect to see dramatic changes in test score data for several years, Hollibrook did indeed experience tremendous growth on standardized achievement test scores. Using the Texas test for assessment of minimum skills (TEAMS) as a point of reference, student scores went from 60 percent mastery to 82 percent mastery in reading in one year. Increases in scores for students with limited English proficiency were equally impressive, with Hollibrook students surpassing district and state averages. (See Appendix A for sample test score data.)

While Hollibrook's accomplishments are outstanding, other Accelerated Schools are experiencing similar successes. Daniel Webster School in San Francisco, for example, had the highest percentage gain in language and the second-highest gain in mathematics on standardized tests in the district of 72 schools for the 1989-90 school year. (See Appendix B). Hoover Elementary School in Redwood City, California, had 100 percent participation in fall parent-teacher conferences in 1990. At Briar Crest Elementary School in Missouri, the student and teacher attendance rates went from being the lowest in the district to being the highest in one year. Jefferson Elementary School in Jacksonville, Illinois reduced

the number of students who scored in the lowest percentile in reading by 47 percent in one year. At Fairbanks Elementary School in Springfield, Missouri, 36 percent of the Chapter I reading and 39 percent of the Chapter I math students tested out of the program in one year. Eugene Hannibal Elementary School in Hannibal, Missouri, decreased student retentions by 80 percent in one year.

Efforts are underway at Stanford to prepare an information-gathering protocol to be used by all Accelerated Schools to enable us to gather a central source of data on the process of acceleration as well as the progress. We are also asking sites to send us case studies which are representative of the process at their schools. Because we do not provide a packaged program, each school's response to the process is unique and we want to capture it. The goal is to gather information so as to inform process.

Conclusion

The Accelerated Schools Project is unique in that it provides a process for school change, not a package. As a result, schools analyze present conditions and determine school-based goals for change. Each school may be working toward achievement of unique goals. While student achievement and success may be the common goal of all schools, the priority areas they select to work on in order to reach these goals may be very different. For example, one school may be focussing on language issues, another on student mobility and attendance, and yet another on student self-esteem. Radical

changes in school governance, curriculum, and instruction may take several years to successfully conceive and implement and as mentioned previously, the process is regarded as a six-year process. Thus, student outcome measures may not show significant improvement for some time. Therefore, it is important to document the process of acceleration as well as the outcome.

People become impatient for the "bottom line" changes to occur. The initial results thus far indicate that these gains will come if schools are patient and work consistently toward their vision using the systematic Accelerated Schools process. And we believe that these gains will be long-lasting, rather than transitory in nature. Encouraging results - and an exciting future for students who were previously caught in at-risk situations.

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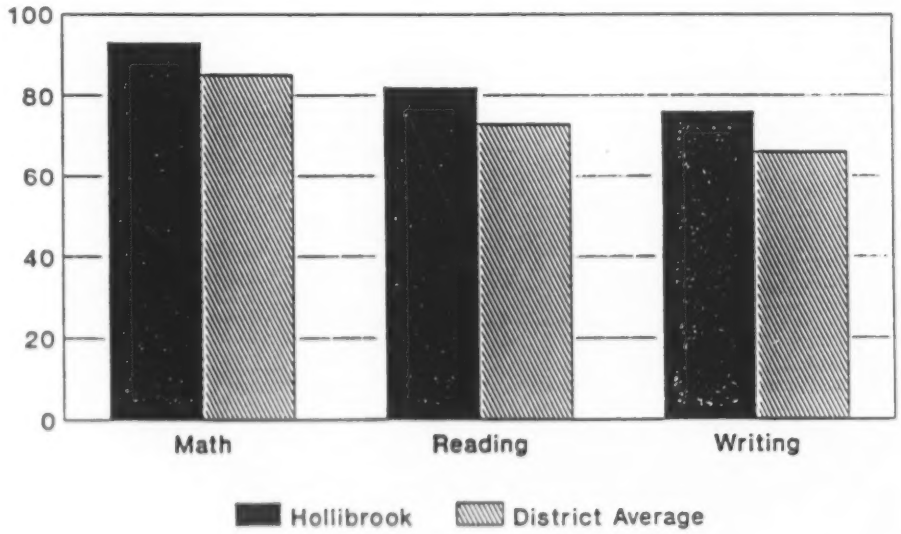
APPENDIX A

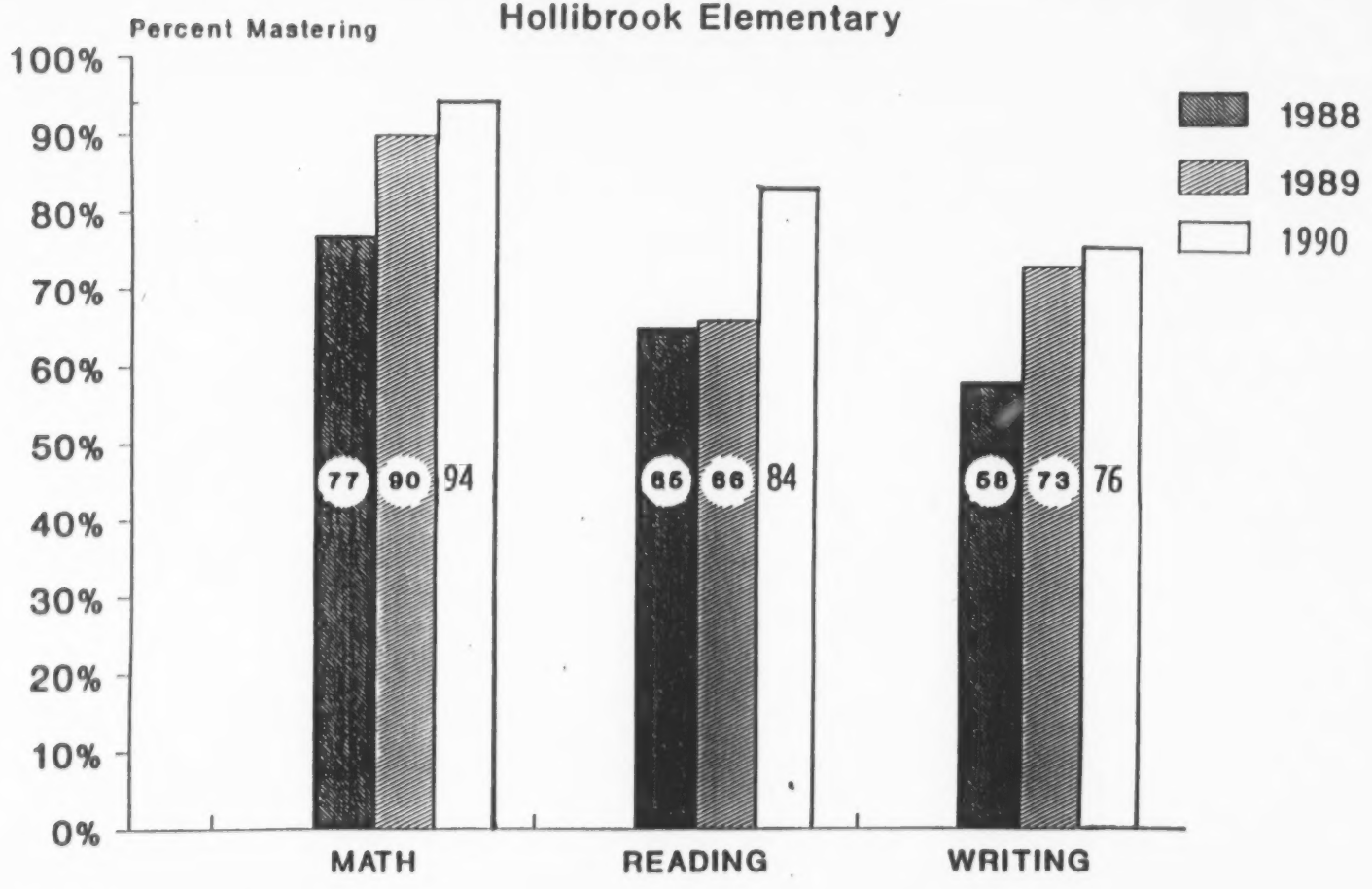
1990 TEAMS Scores- Grade 3

Hollibrook v. District Averages



Disaggregated by socioeconomic status

TEAMS - Grade 3
PERCENT OF STUDENTS MASTERING



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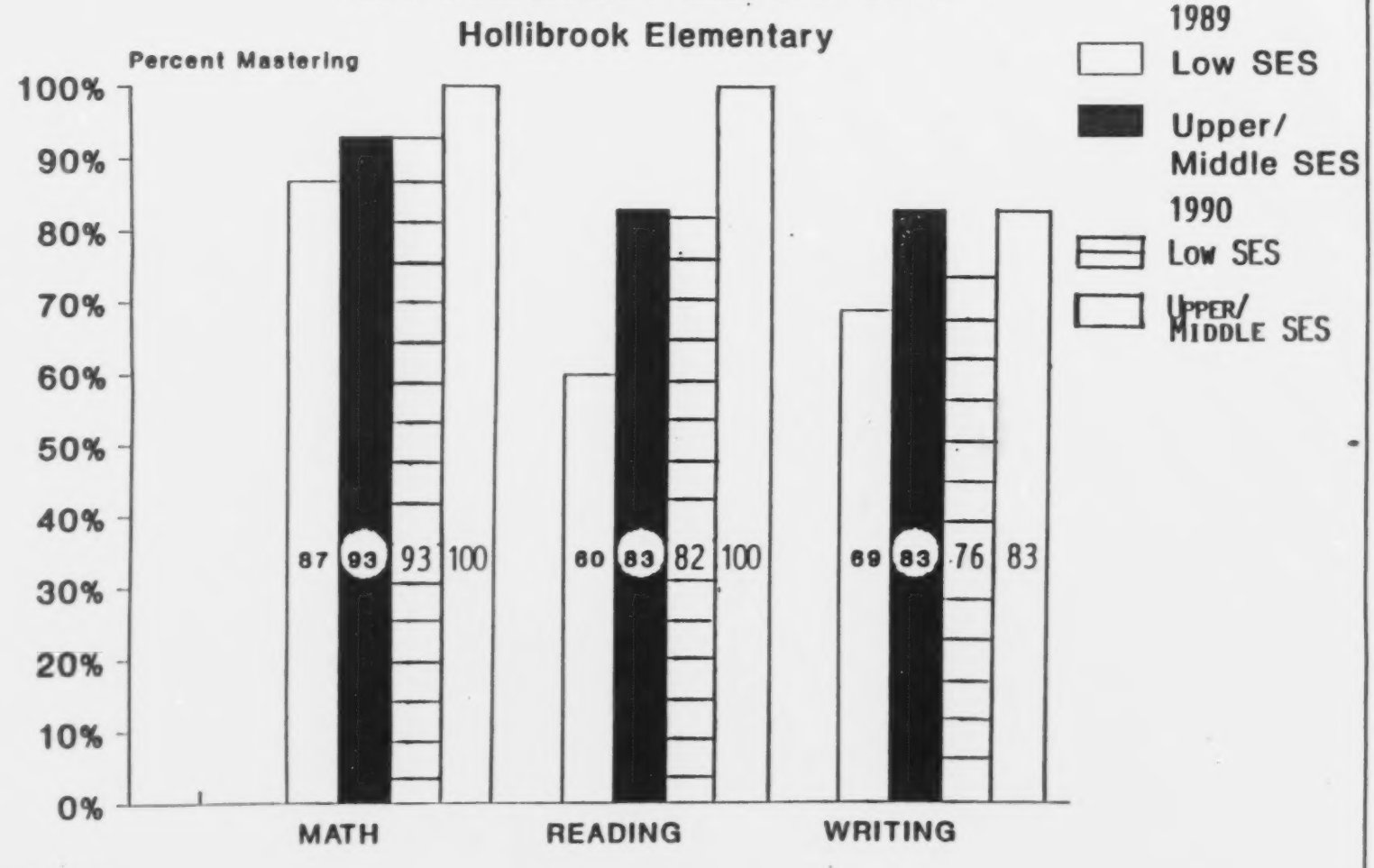
TEAMS 1989 - Grade 3
DISAGGREGATED BY SES



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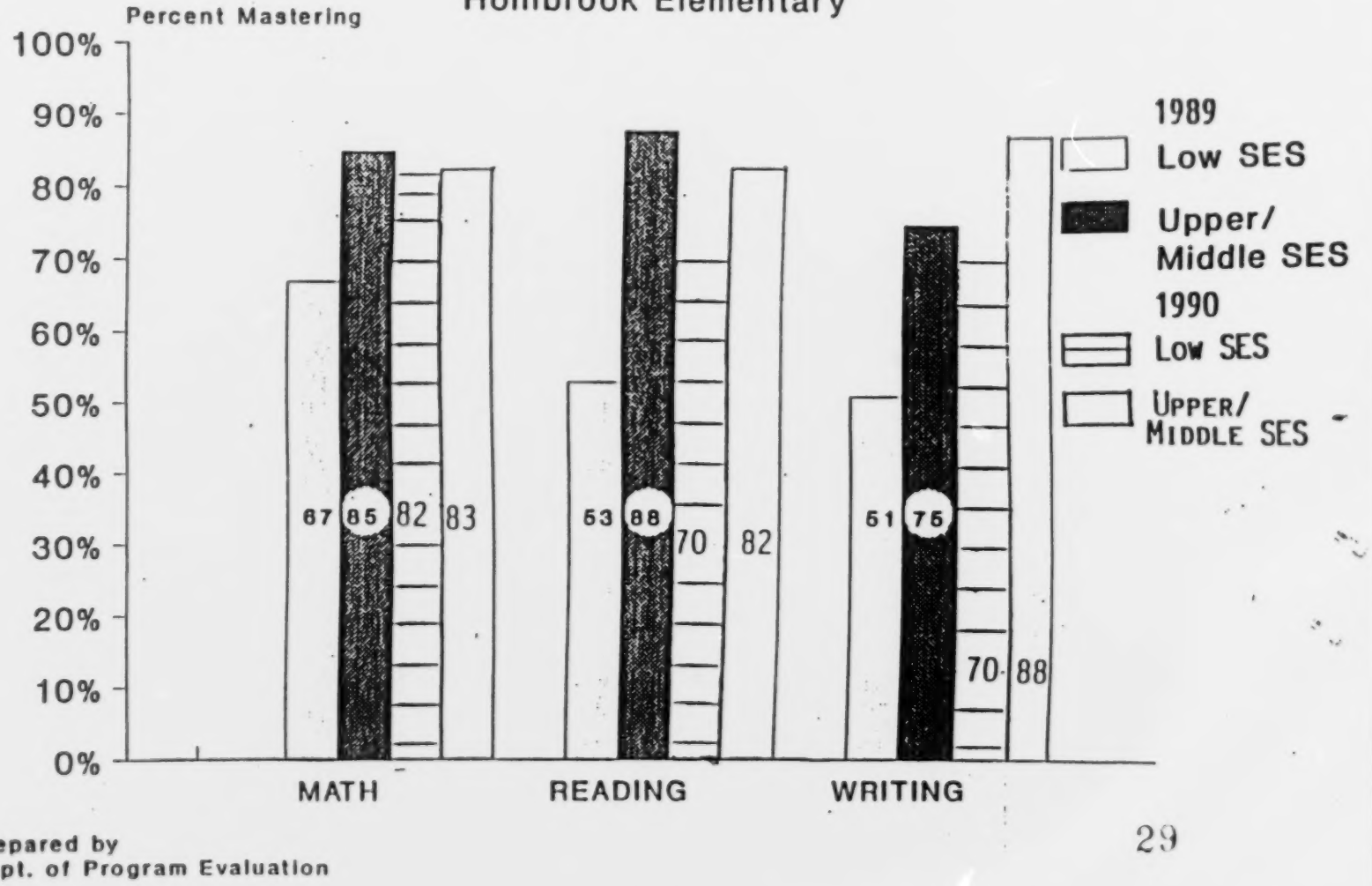
TEAMS 1990 - Grade 5
DISAGGREGATED BY SES

Hollibrook Elementary



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Elementary Schools Ranked by CTBS Gains
Spring 1989 - Spring 1990

READ RANK	SCHOOL	COMBINED READ GAIN	READ COUNT	LANG RANK	SCHOOL	COMBINED LANG GAIN	LANG COUNT	MATH RANK	SCHOOL	COMBINED MATH GAIN	MATH COUNT
1	Bryant	5.4 *	177	1	Daniel Webster	10.8 *	89	1	V. Valley	9.8 *	262
2	Lafayette	4.9 *	343	2	Hawthorne	10.5 *	225	2	Daniel Webster	8.5 *	127
3	Clarendon	4.3 *	331	3	John Muir	9.6 *	113	3	Lafayette	8.4 *	282
4	Dr. W. L. Cobb	3.8 *	182	4	Lafayette	9.0 *	219	4	Rooftop	7.3 *	193
4	John Muir	3.8 *	211	5	Raphael Weill	8.9 *	110	5	Garfield	5.5 *	140
6	Yick Wo	3.5 *	127	6	Sheridan	8.7 *	125	6	Yick Wo	5.3 *	101
7	Bret Harte	3.4 *	266	7	Garfield	7.8 *	111	7	Bryant	5.1 *	135
8	Jean Parker	3.2 *	246	8	E. R. Taylor	7.5 *	246	8	Lawton	4.4 *	241
8	L. R. Flynn	3.2 *	259	9	Buena Vista	7.2 *	125	8	New Traditions	4.4 *	62
10	Sheridan	3.1 *	204	10	Sanchez	6.8 *	138	10	E. R. Taylor	4.3 *	340
11	G. R. Moscone	2.7 *	260	11	Bryant	6.5 *	97	10	Redding	4.3 *	217
12	Alamo	2.5 *	531	12	New Traditions	6.2 *	38	12	Dr. W. L. Cobb	4.2 *	152
13	Guadalupe	2.4 *	246	12	Starr King	6.2 *	124	13	Lakeshore	4.1 *	322
14	Miraloma	2.3 *	214	14	B. Carmichael	5.7 *	132	13	Monroe	4.1 *	218
15	Buena Vista	2.2 *	224	15	Golden Gate	5.6 *	167	15	F. S. Key	3.9 *	261
16	Longfellow	1.9 *	302	16	Bret Harte	5.5 *	142	15	L. R. Flynn	3.9 *	216
17	Argonne	1.8 *	255	17	Cleveland	5.3 *	132	15	Sheridan	3.9 *	165
17	E. R. Taylor	1.8 *	423	18	G. R. Moscone	4.8 *	144	15	Spring Valley	3.9 *	305
19	Sherman	1.6 *	260	19	Junipero Serra	4.7 *	96	19	C. Lilienthal	3.8 *	103
20	Spring Valley	1.4 *	398	20	Edison	4.5 *	166	19	West Portal	3.8 *	327
21	West Portal	1.3 *	395	20	Redding	4.5 *	149	21	John Muir	3.5 *	168
22	New Traditions	2.2	62	22	Glen Park	4.1 *	114	22	Clarendon	3.4 *	280
23	Ulloa	1.4	231	22	Grattan	4.1 *	101	23	Cleveland	3.1 *	177
24	Garfield	1.2	170	24	Fairmount	4.0 *	180	24	Commodore Sloat	3.0 *	220
24	V. Valley	1.2	323	25	Treasure Island	3.6 *	274	24	Fairmount	3.0 *	219
26	Golden Gate	1.1	268	26	El Dorado	3.5 *	123	24	Hawthorne	3.0 *	288
26	Hawthorne	1.1	362	26	Ulloa	3.5 *	148	24	Miraloma	3.0 *	169
28	Treasure Island	1.0	519	28	Alvarado	3.4 *	113	28	Cabrillo	2.9 *	202
29	Lawton	0.9	295	28	S. F. Drake	3.4 *	112	29	Jefferson	2.7 *	306
29	B. Carmichael	0.9	232	30	L. R. Flynn	3.2 *	155	30	Sherman	2.6 *	214
29	R. L. Stevenson	0.9	268	31	Yick Wo	3.1 *	74	31	Edison	2.5 *	237
29	Sunnyside	0.9	168	32	Spring Valley	3.0 *	221	31	Glen Park	2.5 *	156
33	Paul Revere	0.8	308	32	V. Valley	3.0 *	185	33	Argonne	2.4 *	211
34	Cleveland	0.7	219	34	Hillcrest	2.9 *	174	34	Jean Parker	2.1 *	205
35	Frank McCoppin	0.5	283	35	R. L. Stevenson	2.6 *	161	35	Raphael Weill	2.0 *	154

APPENDIX B